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IMMIGRATION RESTRICTED.

DECEMBER, 1914.

Volume VI
Number 12

THE MORGAN COLLEGE BULLETIN

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The Morgan College Bulletin

VOL. VI DECEMBER, 1914 NO. 12

Morgan College Bulletin

Edited and Published by the Faculties of Morgan College and Branches.
John O. Spencer, President.

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Editorial.

GREETINGS.

To all readers of the BULLETIN, to all friends of Morgan College and Branches, to all who love their fellows regardless of race or creed we send a joyful greeting and best wishes for a New Year filled with good cheer and good deeds.

In view of the past we will let our deeds promised be few in the hope that our deeds performed may be the more.

Sincerely,
J. O. Spencer.

ANOTHER VOLUME COMPLETED.

The appearance of the December issue of THE MORGAN COLEEGE BULLETIN in the literary market marks the close of the sixth volume. In form the little magazine goes out now very much the same as the first issue. Its dress has undergone some slight changes to meet the latest and most approved ideas of typographical make up.

The general reading matter, consisting principally of articles relating to school conditions, civic improvements, farm life and stories of travel and inspiring essays has been interesting and helpful to the busy world, and inspiring and encouraging to the student.

The growth of this magazine is the result of untiring efforts of men and women, boys and girls who have made our corporate schools expand so greatly in wholesome sentiment that new buildings, more land, more teachers and better facilities are needed to meet the demands of patrons.

Our BULLETIN is more interesting to its readers when it has these good things to say to the public.

The writer knows of the increased enrollment at Morgan College; the proposed building; the cordial working relations there; he knows of the good works at the Lynchburg school; the recent installation of electric lights; the return of the entire old teaching staff; he also sees the open frame work of the new dormitory building going up at Princess Anne Academy; lumber is piled high; radiators are stacked up on the girls' dormitory porch; students are conjested awaiting better accommodations; a contented and concerted faculty is at work:—all these things say in a modest way that the little BULLETIN is glad to be here in a corpo-

ration of three schools whose aim it is to educate for the best there is in a man.

In holiday language, the BULLETIN wishes that everyboby had a Merry Christmas and that the New Year may bring much good to all.

Sincerely yours,
C. C. Reed.

L I T E R A R Y

IMMIGRATION RESTRICTED.

Stephen H. Dix.

WE believe that immigration should be further restricted by law.

It is constantly happening in practical politics that a line of conduct which at one time seems advisable and even necessary after a while lands the nation in such snares and difficulties that the line of conduct in some way must be changed or modified. At first there is great difficulty in changing the old line of conduct. The old truth has been so firmly believed and so often affirmed that a feeling of shame prevents its flat repudiation. But this is not the attitude of a citizen, statesman or wise man.

The entire history of this country has been colonization and immigration. But now we are very well colonized and immigration has nearly filled our country to an over-flow. Forests have been cleared away and cities have been erected and we are now to guard and foster what we have. It is well known that two influences have brought about the condition which we now see. These two things are railroads and immigration. But, to-day, immigration has taken on a new aspect. It no longer aids in clearing up wildernesses, but is now aiding in destroying labor, society and good government. The immigrants are no longer the sturdy type and character as the immigrants who first came over. They do not come over to seek homes where they can forever as long as life lasts live a better life under the "Stars and Stripes." They come here to find refuge for a short time from famine or crime. They come greedy and avaricious trying to usurp everything, even the government itself. They are the lowest type of the people in the country from which they come. The thrifty can stay at home and make a living. Franklin even declared in his day, that it is better for the country to grow by increase than by bringing in foreigners. His declaration can very well be applied at this period of American history. We are aware of the fact that our free institutions and good economic conditions in transforming poor and ignorant immigrants into good citizens have been a blessing and a good. But the question now arises have we not upon our hands about all we can handle? And if immigration continues as it has, the task will never be any easier but will constantly increase in magnitude.

It is obvious that the enormous influx of immigrants during the last forty or fifty years must have had a great effect on political life in this country. Whatever is the character of the immigrants of to-day it is not probable that they have had the same governmental insight and

training as the previous ones.

The bad effect of an ignorant vote is recognized in the degradation of our municipal administration of America.

The foreigners, especially the masses of ignorant and unskilled laborers, congregate in large cities. Here they easily come under the control of leaders of their own race and country who use these ignorant laborer's voting influence for the purpose of getting possession of the city government and running it for the money that they can get out of it. Places are filled in municipal service with incompetent political workers and leaders, and the city contracts are among their political supports. This indirect bribery rapidly developes into direct buying of votes at the polls. The evil does not stop here. State elections and even national affairs become entangled in the same snares until the highest officers of national government may owe their election to some corrupt municipal leader who in turn receives his power politically from some ignorant immigrants. By such a corrupt system the anarchist and socialist will soon be able to pull down our good democratic form of government and set up their own as they have attempted to do already.

Some weak-kneed, near-sighted persons tell us that we have such a severe examination through which the foreigners must go that there is no chance of ignorant voters and anarchists coming in. But they are mistaken. The only examination that a foreigner is subjected to is a little examination by the doctor as to his health and that is all.

There is a realm outside of political and economic life which pertains to civilization and which is covered by what may be termed social science. The morality of a community, its respect for law and order, its freedom from crime, its intelligence, its thrift, cleanliness, and freedom from a degrading pauperism, its social habits and ideals are just as much inducive to civilization as the trial by jury or the high rate of wages. These things in fact are the flower and fruit of civilization.

America has now become the dumping ground of all nations; a place where they send their rubbish to be dumped. Year after year young men come here to escape military service. The ultra-socialist, the anarchist, the men who have lost all social and business footing, the bankrupt, embezzler, and swindler stop not to obtain permission of their government. And when they do seek permission it is readily given them in order that the government get rid of such characters. And when these dangerous characters come in contact with the authorities of America they can very easily gain admittance as the only examination which they are carried through is by a doctor. The laboring and agricultural classes of Bohemia probably supply the greatest number of immigrants to the United States and among the Bohemians the industrial laborers are some of the most violent. Ultra-socialists, the great majority of these Bohemian laborers both of industrial and agricultral classes, are illiterate and ignorant in the extreme. They stand in great awe of police authority at home. Their ambition lacks both in quality and quantity. Thus they will work as cheaply as the Chinese and will interfere with the civilized

man's earnings because the foreigner has a low standard of living and with less expense.

Since we have found out the quality we will examine the number out of work during a year. In the consular reports of "immigration, emigration," published by state department;—the following table is given:

Professional	31,803
Skilled	587,349
Occupation not stated	2,052,294
Without occupation	2,596,188
Miscellaneous	128,782

Now take the table as it stands and throwing out those without occupation it appears that all the vast immigration during the last fourteen years 48.1 per cent. or nearly half are without work or training while the skilled or professional laborers 11.49 per cent. Of all the miscellaneous which are neither skilled nor professional there is 38 per cent.

When we saw that the Chinese were not the right kind of immigrants we refused to admit them. Why not place a restriction that will allow other immigrants to come only under certain conditions? The present day immigrants lower the standard of labor, crowd our own laborers out of employment just because they can work for lower wages. Our employers of laborers make contracts abroad with this low class of laborers and import them to America to work for almost nothing. Generally speaking, the class of immigrants that has lately been imported and employed in the coal mines of this country are not such as would make desirable citizens of the United States. They are of a very low order of intelligence. They do not come here with the intention of becoming citizens; their entire purpose being to accumulate by rigid and unhealthful economy a sum of money and then return to their native land. They live in miserable sheds like beasts, they eat nothing worth while. Their habits are vicious, their customs are disgusting, and the effect of the presence here upon our social condition is very deplorable. We must protect our laboring classes and by so doing we can be able to protect and enlighten our homes.

We must guard against ignorance. We are willing to educate the foreign children who come here year after year but we haven't time to bother about educating the illiterate men and women who come here beyond the age of educating. We have a perfect right by law and constitution to exclude illiterate persons from immigration, and this test combined with others of a more general character would in all probability shut out a large part of the undesirable portion of the present immigration. It would reduce in a discriminating manner the total number of immigrants and would thereby greatly benefit the labor market and help maintain the rate of American wages. At the same time it would sift the immigrants who come to this country and would shut out in a very large measure those elements which tend to lower the quality of an American and which now in many cases gathers in dangerous masses in the slums of our cities. The measure would benefit every honest immigrant who really desires to come to the United States and become an American citizen and would stop none. It would exclude many if not all of those persons whose presence no one desires and whose exclusion is demanded by our duty to our citizens and to American institutious.

HOW PRINCESS ANNE ACADEMY IS MEETING PRESENT DAY DEMANDS FOR TRAINED WORKMEN.

R. A. Grigsby.

BECAUSE of the great emphasis that has been laid upon the industrial training of the youth during the last score of years, it is thought by some that there is real antagonism between the industrial and the literary training.

We recognize no antagonism between the industrial and the literary training, but rather would have both at their best; for we realize the importance of promoting both the material and the intellectual welfare of any race, if that race is to become an important factor among civilized nations.

Whatever may be the student's capacity, he finds opportunity for developing it at this Academy. If he happens to be a student whose aspirations lead him toward entering college, he, having finished the academic course, is prepared to enter upon more advanced literary studies in any of our best colleges. If, on the other hand, the student's natural bent is toward industrial pursuits, at the close of his work here, he is prepared to enter upon such advanced work that, with his persistent efforts, will make him a master mechanic.

Examples of the above stated assertions are not few. A large number of men and women, who have received their preparatory training here, are filling positions of importance in various fields of activity. Some who have taken advanced studies in the college or in the university, are commanding recognition as orators, organizers and educators; some are successful and respected farmers and mechanics; others are receiving large salaries as industrial teachers, or as foremen of machine shops and of dairy farms. These men and women have long ago learned that if one hopes to gain the respect of the community in which one lives, one must be not a mere consumer, but a producer.

But this Academy is not urging her boys and girls to develop only their mental faculties to the highest possible degree, and to earn the best possible living; but she is endeavoring to send them out as selfrespecting citizens. We find that some boys and girls, while in school make false impressions through the exercise of a false pride and dignity; a pride and dignity which are too soon forgotten upon the highway among strangers. This school realizes that if it is not sending out boys and girls that reflect at all times and under all circumstances the wholesome moral instructions received at the school, then the school is not meeting an all important present day demand.

Again, we are mindful of the fact that a student may be graduated a finished product, versed in the sciences and arts, or a master mechanic, and then fail. Fail because he lacks the crowning stone of every life, a sincere love for Christ and His church; for it is true that the farther young men and women—and I am thinking especially ef those belonging to our race—drift away from the church, the more they become undesirables in their communities.

Let us not say that all the youth need most this or that kind of train-

ing, but let us keep open wide all doors, all avenues of training for usefulness; so that whosoever will may enter upon whatever course of training will bring out of him his best.

ORAL AND WRITTEN COMPOSITION.

Alice M. Carroll.

FOLLOWING the natural order, oral composition precedes written composition as the child must express his thoughts by speech rather than by written syllables. Much care should be exercised in the very beginning as to the form of sentences in which the child returns answers to our questions, how he reproduces the stories that may be told him, how he conducts his conversation generally with those around him. Much hardship might be avoided if more consideration were given oral composition in the early stages of the child's experience, for as his habits of oral expression are formed they lay the basis for written expression.

The kindergarten begins the work of oral composition, supplemented by previous home training, with the games, occupations, lesson stories, fables and Mother Goose rhymes so dear to the hearts of all children. These are eagerly learned and recited by the little folks. They instinctively catch and retain the words. They repeat the stories at school and at home. In short order they are ready for the work of the primary grades, where the making of oral composition is continued to a greater degree, not as oral composition but under the caption of lesson stories and memory gems.

The beginning of written work may be safely started in the second or third grade. At first the sentences are short, the words easy and they may readily be deduced from the reading lesson placed on the board or paper, first by the teacher, and then by the pupil. The children enjoy the exercise of writing as very often they write for play. As they are advanced in the second and third year's work, they become more fluent in the use of words, they have more to tell. From the sentence they emerge to the paragraph, they learn the order and sequence and the grouping of ideas, they realize that it is impossible to tell a story all at once; that certain points must come in certain order. They learn incidentally the use of the capital at the beginning of the sentence, the comma for slight separation and the period at the end.

When the intermediate grades are reached the student has acquired a fair degree of proficiency in handling simple sebjects of two or more paragraphs both in oral and written work. He also has the idea of narrative composition for the greater part of the work has been the telling of incidents rather than a description of objects.

The aim of every teacher should be to promote mental organization. In order to do this care must be taken to see that the mental products be orderly and the development gradual. When this is true, the child will find but little difficulty in expressing his thoughts and impressions: he will not be embarrassed because of poverty of ideas. It is the work of the teacher to see that the materials of knowledge be presented connectedly so that when occasion demands, the pupil will experience no difficulty in laying hold of the information needed. "Good representation, ef-

fective expression is dependent largely upon good presentation and effective impression" says Chubb.

Touching upon the correlation of subjects in the intermediate and higher grades, no subject affords a wider field for composition either oral or written than the subject of history. It necessitates the practice of all kinds of narration and the English teacher could not do better than to utilize the work in history as a source and basis for the greater portion of composition work. The plea of too much written work could be easily met by special arrangement with the teachers of the several departments and the papers prepared in history could be passed on to the English teacher and receive attention for expression, construction and punctuation. The method too would encourage the idea among students that all expression whether oral or written in whatever subject, is composltion and as such should be given most careful preparation.

If history gives us a wide field for narrative composition, geography likewise supplies material for descriptive composition, and the child as well as the adult may revel in the beautiful scenery as revealed by rail, automobile or sea travel. They may enjoy the strange contrasts of manners and customs of foreign countries to which they may go.

The expressional side of mathematics would receive additional impetus from the fact of the student having a clear and concise idea of his mathematical concept. There is a peremptory call here for clear cut succint language, the power to make one's self understood is needed here as nowhere else and nothing can do this but neat, well rounded oral expression.

While history and geography bring out graphically composition in the narrative and descriptive form the best method of developing composition in a form where the child must obtain his material outside of books from things seen and personal experience, is by means of the letter, business, social, formal, informal. It appeals to him because he knows that it is to be an important factor in his life. Hence a very necessary training is that of letter writing as an asset in written composition.

One other form of written composition grows out of the literary study which brings out the personal inventiveness of the student by the study of the best master-pieces both of poetry and prose. His power to discover and follow with interest the plot, introduction, development and conclusion is a mark of literary growth. All this possesses a charming fascination for the student of literature. Instinctively the tendency to dramatize and to write the short story, the playlet, the poem, is formed in the student's mind and by judicious encouragement on the part of the teacher we have the student producing written composition in the rarest and most attrctive form.

AN ANSWER TO PARENTS' QUESTIONS.

J. Elliott Smith.

PARENTS who have the future welfare of their children foremost in mind, and whose chief desire is to send them to the best school; one that will give such an education as will fit them for the best possible citizenship, naturally ask the following questions:

What and where is the best school for my children?

Those who have had an opportunity to visit and inspect many good schools that are careful and troubled about many things, note one thing is needful, and that Princess Anne Academy has chosen that good part which shall not be taken away from her.

The one thing needful is nothing more than the thorough training of the head, heart and hands of the boys and girls of this and other states.

That good part which Princess Anne Academy has chosen, is nothing more than the taking of the task to give this training.

Should the question be asked whether or not Princess Anne Academy is fully prepared to do this, the answer comes, Yes, it is, and will continue to be for the following reasons:—

I Princess Anne Academy is located in one of the most healthy and quiet places in the country, far removed from such evil influences as saloons and theatres, but right in touch with some of the most refined and cultured people in the world. This alone is a prerequisite for the training of good citizens.

II It is a branch of a noted college whose President has labored many years in securing funds, equipments and competent teachers to bring to pass the desired results; furthermore it is a school whose Principal has the art and science of blending education, religion and business so thoroughly that it is impossible to tell where one ends and the other begins.

III The religious side of Princess Anne Academy is far in advance of many good institutions. Nearly all of its students are practical Christians. Devotional exercises are had twice per day from Monday up to and including Friday, once on Saturday and five on Sunday. A part of Wednesday evening is devoted to prayer meeting. The boys assemble in one building and the girls in another. From five to six p.m. on Sundays the students hold joint meeting. These programs add greatly to the moral and spiritual life.

The dignity of labor is the keynote of Princess Anne Academy, and every effort is made to teach it in the most practical and helpful way.

The statement that "Everybody works but father," does not apply here because so far as work is concerned, there are no "fathers," and everybody is anxious to be booked as a good worker.

The various departments of industry are fully equipped for developing the students to do good work with their hands when they return to their respective communities or go elsewhere.

If a boy wishes to become a master printer, he can find no better place under Helios than here to learn how. If he desires to be a rival of Hiram of Tyre, here the blacksmithing department patiently waits to assist him; or should others long for the skill of the Sidonians of old in regard to hewing timber, here the doors of the carpentry department stand ajar to welcome them. On the other hand, should more elbow room be cherished an area of 100 acres of the best land in the state is available. Here are raised pure bred registered Guernsey cattle, Percheron horses, Berkshire swine and Rhode Island Red poultry, and here thorough courses are offered in agriculture, practical and scientific dairying, animal husbandry, poultry husbandry, and a scholarship of $100

per year to assist those whose desire it is to complete the course and practice it the year round.

What does Princess Anne Academy offer the girls outside of a thorough Academic course? The answer is, domestic science and art, also instrumental music.

Should girls long to learn more about Beethoven, Mozart, Colridge-Taylor and other noted musicians, Princess Anne Academy will be glad to receive them and impart the desired information.

IV Princess Anne Academy has fully considered the fact that all work and no play will make its students not so gay; therefore it has provided various games for them. The boys are given time and place to play base ball, foot ball, and lawn tennis, while the girls play basket ball, lawn tennis, and croquet.

These games not only develop the physical body but also keep the mind clear and alert.

What and where is the best school to send my children?

Princess Anne Academy is the school; Princess Anne, Maryland is the place.

"FOOD AND ITS VALUE TO LIFE."

O. C. Madella.

COURAGE, cheerfulness and a desire to work, depend mostly on good nutrition. The well nourished child is a happy, strong, little animal making brain and muscle and nerves for future use. The well-nourished adult is a hearty, efficient member of society contributing his share to the common stock of public good as well as enjoying his own work and pleasure. There is little fear of disease for either child or man since the best prophylactic is a generous store of blood-corpuscles both red and white.

The human body in normal condition has a well drilled army of "phagocytes" white blood corpuscles or "leucocytes," to which the man needs to give no directions. But if he neglect to take suitable food or keep himself warm, if he become frightened or take drugs, his faithful army is paralyzed and the enemy finds easy entrance. The condition of this army, like that of any other depends on its commissariat. If the food supply is just right the soldiers are vigorous; if it is wrong in any particular they are weakened.

Nothing can take the place of food in the human economy. Therefore the poor man is justified in spending two-thirds of his income, if need be, for food. But over-nutrition is as dangerous as under-nutrition. The body tissues may become weakened under the strain of excess and irritability, disease and death may follow. Food habits should be formed by young children under careful guidance. Until there is a generation which is well trained in this matter very little progress in the use of food as a means of securing human efficiency can be made. For the human race as a whole, it has been shown that at least half the cost of life is the cost of food.

Food is the essential condition of life and the race instincts in regard to it are so fundamental that as a rule only stress of circumstances affects any sudden change. Only since knowledge has replaced instinct and readiness of adaptation to environment has produced cosmopolitan man, can there be said to exist a science of nutrition which has been

founded on a study of food habits under a great variety of circumstances and of the results of experimental feeding of animals. As a result of these studies it may be briefly stated that a condition of complete nutrition should be aimed at but not overstepped. Our appetites are stronger than they need to be under existing conditions and unless some form of restraint is imposed the primitive man will come forward to try anew to solve the problem of the highest civilization.

Some self evident propositions may be stated as follows:

Food is that which supplies the body with such substances as are necessary to preserve it in health and to supply it with energy for daily work or play.

Food materials should not contain anything injurious nor be so prepared as to develope any injurious qualities.

Food materials should not be so stored or packed as to produce by their decomposition any secondary substances which are detrimental.

The mode of preparation, combination and serving should be such as to increase the enjoyment of the food without rendering it less suitable for its purpose.

Food is not only the working man's capital, it is also the cultivated man's bank account. It is not the food actually eaten that costs so excessively; it is that wasted by poor cooking by excessive quantity and by purchase out of season when price is beyond all proportion to the food value. Good judgment as to the amounts to be prepared, as to the harmony of the meal, the blend of flavors, as to the right appetizers, the good humor and cheerful conversation with the most attractive setting and perfect serving, will cut down the cost of almost any table one-half. The dress maker and the milliner are chosen with great care and many visits are made to the shops to select fabrics and trimmings, but the cook who is responsible for the upbuilding and preservation of the body is overlooked.

Not until it is generally known how much the food has to do with human welfare, will it receive the attention it merits. Let the housewife once grasp this idea and she will fit herself to carry it out. Let the young woman who has longed for a career in medicine turn her attention to keeping sickness away and so devote herself to bringing up the sum total of human happiness.

"Wherefore do ye spend money for that which is not bread? and you labor for that which satisfieth not?"

Isaiah 55:2.

ONCE UPON A TIME.

Carrie A Lee.

THERE is a vague mysteriousness about the phrase "once upon a time." For the child it has a special significance, while the adult is hardly less interested in the unfamiliar atmosphere created by its use. Promise a child a story, and begin with anything other than "once upon a time," and the preliminaries of the story will lag; the first few sentences will prove a period of preparation for the story, but if, instead, these mysterious words are used the child's attention is instantly held. His eyes will brighten, and we can see in every line of his face, an expression of wonder and expectant surprise. He feels in that phrase

what may not be expressed in any other. A vague and indefinite feeling of human strength and power beyond man's present ability seizes the emotions, and it is almost impossible to assume any but a reverential attitude.

Things that took place "once upon a time," were performed by supernatural agencies, and while they are being related the listener is in a world of greatness. No phrase will give our nursery stories the same tone and effect. It is as important as grandmother's "in the good old days," which lacks much of the harmony and dignity to be found in the other. We must have this phrase. Once in the language we find it a necessity in story telling. Since men have always amused themselves by telling stories, and shall probably always find a pleasure in this past time, it is likely we may always find use in this favorite expression, "once upon a time."

CONDUCT AS A FINE ART.

E. Juanita Bowen.

PERHAPS no one thing, outside of downright honesty, contributes so much to a young man's success in life as a fine manner, courtesy, gentlemanliness. Other things being equal, of two persons making application for a position the one with the best manners receives the appointment.

First impressions are everything. A rough, rude, coarse manner creates instantly a prejudice and bars doors against us. The language of the face and one's manner are the short-hand of the mind, which is very quickly read. Young people with winning, pleasing manners have much less to contend with, a much wider opportunity for success than the coarse and uncooth. A fine manner with a plain face is an infinitely greater factor in winning one's way in the world, than a pretty face and a perfect physique with bad manners.

How many people will walk a considerable distance out of their way, perhaps to an inferior store, simply to be waited upon by a polite and obliging salesman. Everybody hates snobbishness and impoliteness and nobody likes to be snubbed. Many a large firm owes its success or failure to the manner in which its patrons are treated by employees, and there are many proprietors of establishments who neglect this most important feature of their business. The man who thrives in any calling is not always the ablest, the shrewdest or the most laborious but he is almost invariably the one who has shown a willingness to please and be pleased. The way in which we treat our friends is a sure index to our disposition and character.

The common tendency of human nature is to pay court to fine clothes and appearances and to reserve good manners for certain persons and occasions rather than to cultivate that catholic courtesy which should never be absent from the heart. The punishment for bad manners is as certain as the punishment for crime. By common consent society banishes the bad mannered.

"Courtesy begets courtesy; it is a passport to popularity. The way in which things are done is often more important than the things themselves." Byron was affable to his equals, and to those whom he wished to please, but haughty and distant to most others. Hayden was the

personification of courtesy. He once said, "It does not pay to be impolite, even to a dog." Gothe's manners were simple and unaffected. He greeted all men as his equals, and delighted every one whom he met. It is said that when he entered a restaurant, people would lay down their knives and forks to admire him.

The first law of good manners, which epitomizes all the rest is, "Thou shalt love thy neighbor as thyself." True courtesy is simply the application of this golden rule to all our social conduct. Good manners are to social life what good sunlight is to vegetable life—giving beauty of color and grace of bearing. The perfection of manner is ease and grace—this is the last lesson of a fine nature and is never found in the selfish, the self-conscious, the heartless—it is the flowering out of a fine nature and comes from good blood, good breeding and culture. It does not come like etiquette from the head but from a kindly heart overflowing with good cheer and a genuine interest in the welfare of others.

RELIGION AND MORALITY AND THE PRESENT EUROPEAN WAR.

Ada M. Brooks, Prep. '15.

Washington in his "Farewell Address" to the people of the United States says that of all dispositions and habits which lead to political prosperity, Religion and Morality are indispensable supports. These characteristics were found in Washington's day to be very essential in the upbuilding and preservation of a government. This being true, it is very natural that we would expect by this date that these two traits would be foremost in the government today. But this is not so. Possibly they are found lacking in more governments today than ever, since their importance has been brought to the realization of the civilized world. In order to show this, I think the present war in Europe will serve my purpose exactly.

Let us first look at the immorality and lack of religion shown by these countries in even going to war. We know that there is, and has been for sometime, a court in Europe to which the differences between two nations might be carried and settled just as the differences of two persons can be settled in court. The countries involved in the present war could have carried their differences to the Hague and had them settled. But instead of that they allowed themselves to go on, some say for thirty years, with enmities toward each other growing stronger and stronger each day and preparing themselves for the time when they wished to crush the disliked nation or nations. The time seems to have arrived, for these countries are now settling their differences in this age of thrift and prosperity, as the barbarians settled theirs way back in the rough stone age.

Furthermore, one of the European nations now at war has violated a treaty that she made with another country. I refer now to Germany's violation of the Belgian treaty. This country was one of the signers of the treaty which declared Belgium a neutralized country and she was the first to violate it. In fact Germany was not only to respect this country's neutrality herself, but she was to prevent any other country's disrespecting it. Now the question presents itself to us: Was Germany

sincere when she signed this treaty of neutrality? This question must undoubtedly be given a negative answer; for Belgium did no more than deny Germany in war a passage way through her country when the latter decided to cross by force!" She did cross by force, for this little country put up a stubborn resistance, but one of no avail. This certainly was an act that would not have been commited by a country which was religious and sincere in her doings.

But the act of going to war and the violation of treaties do not show all of the non-religious and unbecoming things that this war has brought forth. Let us consider some of the cruelties, or in other words, the savagery practiced upon each other by the participants in this war as we get them from the newspapers and magazines. Take as an example, the treatment of the Belgians by the Germans and of the Germans by the Belgians. It has been said that boiling hot water was poured out of the windows of certain Belgian homes, upon the heads of the German soldiers. On the other hand the Germans are said to have set fire to homes as they crossed the country leaving the inhabitants to escape as best they could. It has been said that old men, children, and women are being set upon, robbed or killed. Some of the inhabitants without food, shelter, or clothing are forced to leave their native land and take refuge elsewhere. Some Belgian men are said to have been trapped while mining and forced to remain in their underground chambers. When the Germans first entered Belgium, so the paper runs, a certain number of Belgians were forced into a large room, and were told that if the French soldiers entered the city in which they were being held, the Belgians all would be killed.

Now we do not know that all of these things related in the newspapers are so, but we do know that some of them are really so, as we have heard people relate them that saw them or we have heard some one relate them who was told by one who saw some of these things. We all do know this, that some of the atrocities committed in this war are shocking even when committed by uncivilized people, and when we think that they are committed by civilized people, it has to be considered overwhelming. A question comes to us concerning these beligerent countries, similar to the one asked Dr. Ainslee while he was in Europe: Where is the conscience and where the church life of these people?

SCHOOL NOTES AND NEWS

BALTIMORE.

Thanksgiving week was observed at Morgan College with a musical and literary program by the students. Several solos and papers were presented after which a short social among ths students was enjoyed.

On Nov. 24th Mr. John Daniels, Director of Social Service Corporation of Baltimore, addressed the school at chapel on "The Negro in Freedom's Birthplace." The speaker sketched the history of the race in Boston and mentioned the names of some of the foremost Negroes of history. He said the word Negro should be used with as much pride as Celt, Japanase or any other racial name.

Mr. Daniels' address was very inspiring and Mr. Daniels is expected again soon.

On December 1, we had Professor Joseph Lockerman, Principal of the Colored Training School, with us at Chapel. Principal Lockerman gave a brief history of the public schools of Baltimore and pointed out the brilliant prospect opening to young teachers. At present the dearth of efficient public school teachers in Baltimore shows that the profession is not overcrowded in this section.

Standards of Education, was the subject which Dr. M. Bates Stevens, Supt. of Education for Maryland, brought to us on Tuesday, December 3d. Dr. Stevens said in part: "We shall consider two standards of education this morning. Education is the adjustment of the individual to his environment and the adjustment of his personality for service in the world. The main problem of education is fitting one to succeed in the world of knowledge about him. This world of knowledge is divided into five phases. They are: human thought, mathematical relations, natural phenomena, human action, and æsthetic and ethical qualities. Our young men and young women to show that they are educated must have some grasp on these five phases of education. They must have the power to do things and handle all their faculties. These are the fundamental evidences of education.

Miss Hannah J. Lyles, College '13, is teaching at Merry Point, Va.

Miss Hattie C. Overstreet, Normal '09, is teaching at Church Creek, Md.

LYNCHBURG.

Of all recreation reports, it is the conseucus of opinion among the students, teachers and the Principal that our "Hallowe'en Party" excelled all.

It was enjoyable for two reasons: first because it was of little expense, and second, because one's best and most intimate friend did not know him, so extraordinary a spectacle did he present.

On this evening, borrowing became the proper thing, thereby making it possible for a boy or a girl to become twelve or fifteen students in one. For example:—if a girl happened to be one of those familiar

slender, lean and lanky lassies, she became a buxom girl of eighteen or twenty with a rosy false face to match; if she was stout, plump or stocky, camel humps were much in evidence with occasionally a cripple carriage. The head-gears were equally remarkable. Anything from a willow plume to a bald head! All nationalities were present; painted Indians with variegated feathers, Spanish girls in red and yellow, clowns with boot-clad feet, gypsies, Negro comedians, Cæsar's ghost and Joseph's faded coat of many colors; in fact no rainbow or circus rivaled their varying and prodigal appearances. It was indeed a master problem to tell who was who in Maskland. Nor were the surroundings any less attractive. The chapel was transfigured into autumnal beauty, the windows being draped in leaves of many hues.

And so fun went hand in hand with business. Double the amount asked for was raised. The chapel books were paid for and the balance put in the students' treasury.

Our students attenbed the Reading Selections given at Jackson Street Church by Dr. H. L. Southwick, President of Emeraon's School of Oratory at Boston, Mass. Our school often has such treats which are beneficial to us.

Virgie L. Ross, '15.

PRINCESS ANNE.

Many of our teachers and students spent the Chritsmas Holidays with their relatives and friends. Miss Alice M. Carroll enjoyed her Christmas at her home in Washington, D. C. Miss Olive C. Madella and Miss E. Juanita Bowen visited relatives and friends in Baltimore and in Washington. Prof. Pinkett spent a quiet Christmas at home with his family, and Prof. Dix was at his home near Pocmoke City, Md. Prof. R. L. Cordery was very sick at the beginning of the Holidays, but he is able to be out again. Prof. W. W. Privott, who has been dangerously ill for several weeks, is much better now. Prof. C. C. Reed is still smiling because Old Santa was so good in bringing him a bright, laughing boy during the holiday season.

Principal T. H. Kiah was one of the instructors at the Dorchester County Teachers' Institute, which convened at Cambridge, Md., Dec. 21-23. He spoke from the subjects: "School Hygiene", and "Nature Study from the Agricultural View Point". He has accepted an invitation to address the State Teachers' Association of Maryland at Baltimore, Dec. 29-31.

Prof. J. E. Smith's Holidays were made memorable by the marriage of his sistar, Miss May Smith to Mr. Nottingham of Cape Charles, Va. A unique marriage ceremony was conducted by Rev. J. U. King, at noon, Dec. 30th, in the home of Prof. Smith.

R. A. Grigsby.

The colored teachers of Somerset County held their last Quarterly Meeting on November 14th, 1914 at the Princess Anne Public School building, Princess Anne, Md.

The meeting was opened with the "Lord's Prayer," led by Mr. H. W. Jones, after which Mr. Harry Cottman gave a very inspiring talk on the subject, "Stick to Your Job." Mr. Harry McBride gave wholesome instruction using the subject, "The Object and Kinds of Punishment and

Offences that need Immediate Correction." The subject was followed by a discussion opened by Mr. H. W. Jones and then by the body.

We feel sure that each one present was greatly benefitted.

Many problems confront us daily to be solved.

We welcome you to our next meeting which will be held on January 30th, 1915 at the Princess Anne Public School.

Teachers of the County are hereby reminded of their pledges by resolution to SUPPORT the BULLETIN by SUBSCRIPTIONS. Who will be first on the list?

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